MI-Map

MICHIGAN Department of Education

DESIGNING / DELIVERING INSTRUCTION

Learning from Assessment

Why go this route?

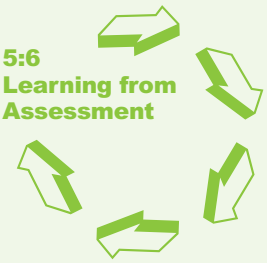
- To ensure that no child is left behind.
- To expand the purpose of assessment beyond accountability and assigning grades.
- To make instruction more responsive to students' needs.
- To allow teachers to give accurate feedback to students, parents and stakeholders.
- To identify deliberate early action that can yield higher levels of student achievement.
- To provide another learning opportunity for the teacher.

You'll know you've arrived when...

- Student achievement increases and the teachers know why.
- Classroom data is organized in a format that's easy for the teacher to analyze and use.
- Stakeholders (staff, parents, students) also find classroom data easy to understand.
- Teachers use classroom data to choose the next instructional steps to take.
- Staff is proficient in multiple ways of assessing students.

Construction Zone

- MI-Map Packets 4:1 to 4:4 help schools gather and use SCHOOL-WIDE data. This packet looks at CLASSROOM data and how we can learn from it.
- This is the sixth (of six) packet in a full instructional design & delivery cycle outlined in MI-Map. See packets 5:1–5:5 for the others.



It's about TIME

- 4-8 hours to plan, assess and collaborate, ideally each quarter.
- Time for professional development as needed.

Potential COSTS

- Funds for professional development.
- Substitutes or stipends to support collaborative and reflective planning time.

The Process

A step-by-step guide to organizing and using classroom data to learn

NOTE: Steps marked with a ● are accompanied by one or more inserts, included in this packet.

1 **Gather your classroom data in one place.** Include all data your school has chosen for each classroom to collect. Include also data that you've personally chosen to collect—both qualitative and quantitative data.

2 **Record and display your data** in ways that will be powerful when reported to your target audiences…or that will let you sort and probe deeper for analysis.

INSERTS A-C for Step 2 are examples of classroom data collection sheets. INSERTS D-F for Step 2 illustrate ways to format and display results of analysis. Think about which display would be most informative; sketch it before you have real data to insert (to check its usefulness), then make sure your data collection sheet gathers all the information you'll need to construct that kind of graph or display chart.

3 **Analyze your own data.** Use it to construct the kind of display you chose, so real results can be seen. Explore the implications of what you see.

INSERT for Step 3 lists questions for reflection. Is there a need for more data collection to check out follow-up questions that occur? Is there a need to clarify something that isn't as clear as you imagined it would be? Can instructional priorities be set from what you see?

4 **Report results to students.** Include them in the process of drawing conclusions about overall class progress and next steps.

INSERT for Step 4 contains numerous tips for improving the effectiveness of feedback in the classroom. How feedback is given has a tremendous effect on the learners' abilities to use the feedback, and can change their level of motivation.

5 **Help students to reflect and self-extend learning.**

INSERT A for Step 5 offers self-reflection prompts, and INSERT B for Step 5 adds self-assessment prompts to encourage and facilitate self-reflective thought and writing.

6 **Use the results** to adjust your teaching plans.

INSERT for Step 6 suggests questions to help analyze lessons and results in ways that help shape subsequent instruction.

7 **Consider other ways to assess.** An assessment system should be structured to assemble a complete picture of what students know and are able to do in a holistic way. Usually that requires more than one tool. If you're used to a few tools, browse for a new one, and see what complementary data you might find useful.

INSERTS A and B for Step 7 describe different forms of assessments that can be used to determine student learning. Check your own knowledge and use; identify professional development that would be useful to you personally. Ask your professional development team to use the INSERT format to conduct a staff survey to see if others share your interest. Perhaps there will be others who are able to OFFER professional development in some methods.

Getting more mileage from analyzing classroom data and experience

How learning from classroom data benefits

your school in regard to the following initiatives:

No Child Left Behind (NCLB)

- NCLB requires states and schools to use state test data for instructional decision making for the school, teacher and student. Test results are required to include diagnostic, descriptive, and interpretive reports that should help principals and teachers develop strategies to address the specific needs of students. (National Association of Secondary School Principals, 2003, K–12 Principals Guide to No Child Left Behind. P. 11-19, E.R.S., Arlington, VA)
- We all understand that it is not realistic to base educational planning on a once a year, high stakes test. State test results are not timely and data is not specific enough to guide instruction. Only when each teacher understands how to collect and analyze her classroom data will test results effectively guide instruction.
  - —Assessments are a part of learning and teaching processes and when well done, deepen and encourage students' learning and achievement.
  - —Using data to inform instruction insures that the results of teachers' efforts are effectively measured so they can draw conclusions and make educated decisions regarding ways to improve their results.

Education YES!

- This classroom data will satisfy the State's Education YES! requirement for a performance management system and may also be used to document continuous improvement and extended learning opportunities.

MI-Plan

- Step 8, Pages 1-15 *Evaluate Impact on Student Achievement.* This step provides guidance for a school to evaluate its School Improvement Plan with student achievement on MEAP as well as classroom, district and school-based assessments.

Resources

Books

Motivation and Learning

Spence Rogers, Jim Ludington and Shari Graham. Peak Learning Systems, Evergreen, CO. 1998.

Some districts buy this for new teachers, but veterans of 30 years also report that its ideas have infused new energy, interest and achievement in their classrooms.

Using Data to Improve Student Achievement.

Deb Wahlstrom. Successline Publications. Chesapeake. VA. 1999.

Michigan's Partner Educators found Wahlstrom's thinking invaluable in working with High Priority schools to collect, organize, analyze and use data for practical decision-making. Especially focused on classroom use of data.

Articles

"The Impact of Group Processing"

We included this article from "Tribes" as a discussion starter.

People

Specialists

Most Intermediate School Districts have a specialist working with data analysis and use in their service areas.

Coaches

The *Alliance for Building Capacity in Schools* website lists coaches whose training has been provided by Michigan State University and supported by the Michigan Department of Education. Some are active in data analysis in Michigan schools. Please visit:

www.abcscoaches.org

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